



Adapted Physical Education
C O L O R A D O

**COLORADO
GUIDELINES
For
ADAPTED
PHYSICAL
EDUCATION**

Colorado Department of Education

Adapted Physical Education Committee Members

2007

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Introduction

Adapted physical educators have been practicing in public schools since the inception of federal legislation adopted by Congress in 1975, which granted all students equal access to a public education. The Education for All Handicapped Children Act, Public Law 94-142, is known today as the Individuals with Disabilities Education Act (IDEA), reauthorized most recently in December 2004.

For over 30 years, adapted physical educators have played a critical public education role in supporting students with disabilities. During this same time period, parents, administrators, related service providers, teachers, and students have been asking for clarification regarding the specific role of adapted physical education within the public school environment.

The purpose of this document, Colorado Guidelines for Adapted Physical Education, is to clarify these guidelines and to underscore the importance of physical education—in the context of meaningful physical participation within a community of peers—for students with disabilities.

Moving together
for fitness, for
fun, for life.



Colorado Department of Education Statement for Adapted Physical Education

Adapted Physical Education is predicated on the belief that each student has an ability and a desire to move, to be active, and to participate meaningfully with peers.

Participation and activity are necessary components of physical and social health. Teachers who expertly adapt and vary learning experiences to meet the needs of students with disabilities in physical education turn philosophy into practice.

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CDE APE Committee Members

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Section 1

Laws and Regulations



Federal Legislation

Federal and state laws govern the provision of special education services for students with disabilities in a public school setting and provide some protections for students with disabilities attending private schools.

The original federal law, known as Public Law 94-142 or the Education for All Handicapped Children Act (1975), set a mandated precedent ensuring that students with disabilities receive a free and appropriate public education.

PL 94-142 further mandated that physical education services, specially designed if necessary, must be made available to every student receiving a free and appropriate public education (FAPE). Through the various re-authorizations of PL 94-142, now termed IDEA (Individuals with Disabilities Education Improvement Act, 2004), physical education continues to be an area of curriculum specifically placed within the definition of special education. IDEA is thus a federal law that governs the provision of special education services for children with disabilities.

The United States Code defines special education as the following: specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including the following:

- Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings
- Instruction in physical education

Physical education is distinctly outlined as an essential area of instruction for students with disabilities, protected under IDEA.

IDEA defines physical education as the development of

- Physical and motor fitness
- Fundamental motor skills and patterns
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

Physical education includes special physical education, adapted physical education, movement education, and motor development.

IDEA further specifies:

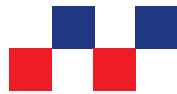
- General physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free and appropriate public education.
- Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless:
 - o The child is enrolled full time in a separate facility; or
 - o The child needs specially designed physical education, as prescribed in the individualized education plan (IEP).

Additional information related to IDEA is available at <http://idea.ed.gov>.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law designed to protect the rights of individuals with disabilities. Specifically, it prohibits organizations and employers who receive financial assistance from any federal department or agency from excluding individuals with qualifying disabilities from participating in or having access to program services. Public schools receive funding from the federal government; therefore Section 504 of the Rehabilitation Act applies to the public school environment.

“Public schools receive funding from the federal government, therefore Section 504 of the Rehabilitation Act applies to the public school environment.”



The development of a 504 plan is always in the context of general education. Providing an individualized education plan (IEP) is a means of Section 504 compliance. Since IDEA governs the IEP process, this document does not discuss special education in terms of Section 504. Compliance with IDEA results in compliance with Section 504 of the Rehabilitation Act.

In the absence of an IEP, to be protected under Section 504, a student must be determined to

- Have a physical or mental impairment that substantially limits one or more major life activities,
- Have a record of such an impairment, or
- Be regarded as having such an impairment.

Section 504 requires that school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. (34 CFR sec/104.3 (j) (1)).

Major life activities include functions such as caring for oneself, walking, writing, learning, breathing, performing manual tasks, seeing, hearing, speaking, working, and even broader issues such as emotional illness. However, the limitation of a major life activity due to disability must have relevance to the educational environment. The relevance need not be directly related to a limitation in learning, but it must be related to an inability to receive a free and appropriate education due to the impairment.

An evaluation process conducted by the school determines whether a student qualifies for services or accommodations under Section 504. Formal testing is not required. The evaluation process refers to a collection of information from a variety of sources. If a determination is made that a student's disability substantially limits a major life activity and confounds access to a free and appropriate public education (FAPE), then a 504 plan is developed to document necessary accommodations for that student to access a free and appropriate public education.

The determination of specific services and accommodations under a 504 plan is made at the district level. This determination is made after the evaluation process, which must first determine that the student in question does indeed have an impairment or has been regarded as having an impairment that substantially limits one or more life activities. Typically, weaknesses in performance areas such as motor planning, visual motor integration, sensory processing, etc., do not qualify as impairments that substantially limit a major life activity, resulting in the denial of FAPE. However, exceptions to this general guideline may arise, and these are determined at the district level after an evaluation process.

Section 504 of the Rehabilitation Act of 1973 is a civil rights law. It was developed to protect the community of people with disabilities who, due to an impairment or disabling condition, may not otherwise have been able to access programs and services funded (in part or whole) by the federal government. The integrity of this act is upheld through a meaningful evaluation process. Please consult with your district 504 coordinator for information related to the specific district you serve.

Additional information is available at www.ed.gov

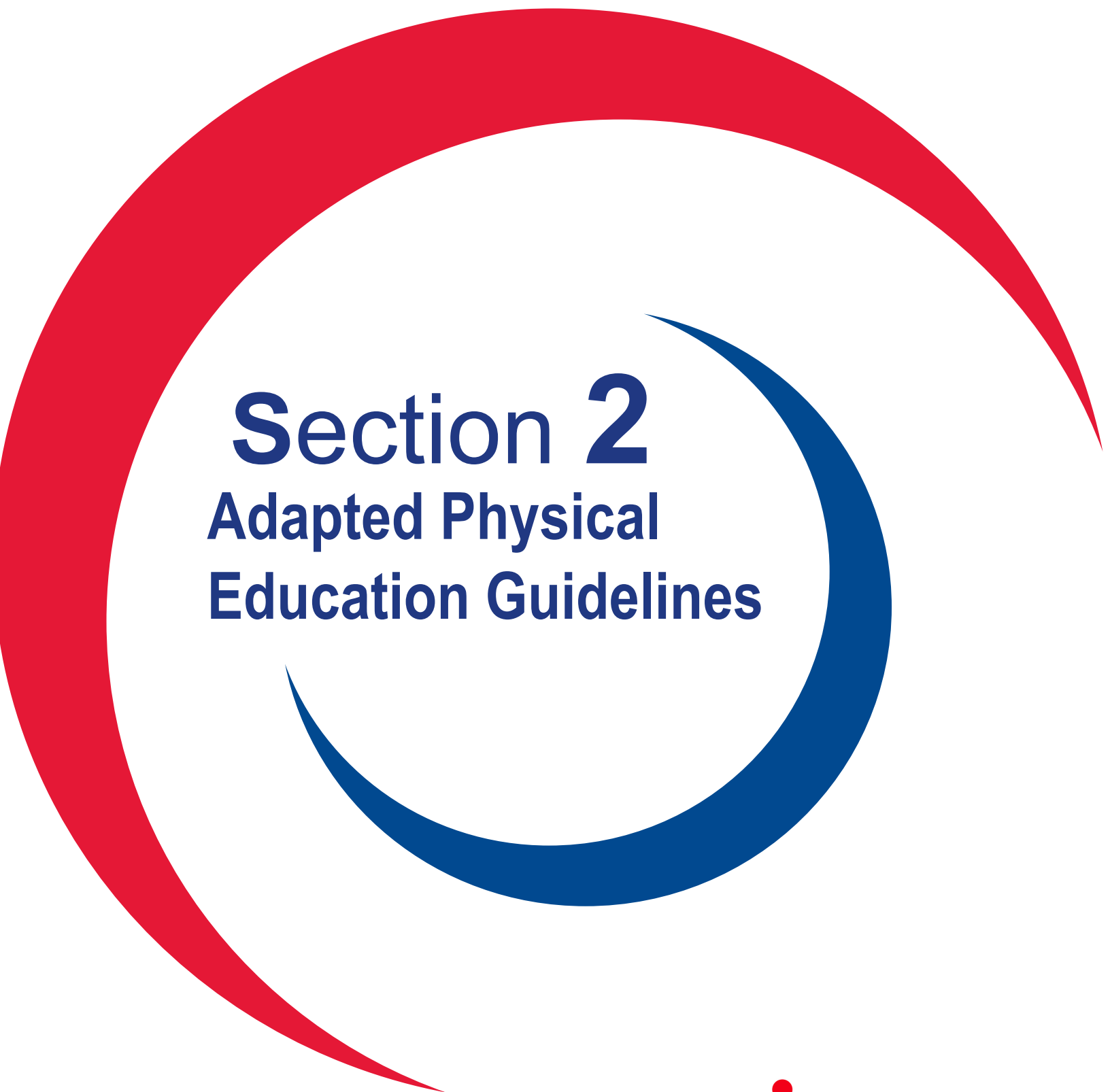
Licensing

If specially designed instruction, such as adapted physical education (APE), is required in a student's individualized education plan (IEP), then the services must be provided by a qualified teacher. Each state establishes teacher certification requirements. In the state of Colorado, an adapted physical educator must hold a valid license in K-12 Physical Education from the Colorado Department of Education. It is also suggested that the APE teacher become nationally certified through the National Consortium for Physical Education and Recreation for Individuals with Disabilities, earning CAPE (Certified Adapted Physical Education) certification. Course work in APE is strongly recommended. Additional education and experience in special education are also beneficial.

Additional licensing information is available at www.cde-state.co.us.

Adapted physical education is a diversified program of physical education having the same goals and objectives as regular physical education, but modified to meet the unique need of each student.





Section 2

Adapted Physical Education Guidelines



Adapted Physical Education Definition

The National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) defines Adapted Physical Education as the following:

Adapted Physical Education (APE) is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

Assessment and instruction by qualified personnel means that professionals are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.

- The Colorado Department of Education recommends that Adapted Physical Educators be nationally certified through CAPE. CAPE certification, however, is not a licensing requirement. Adapted PE assessment must be made by a Colorado Department of Education licensed PE teacher, highly qualified to address adapted physical education, trained in gathering data through observation of performance in natural contexts, diagnostic tests, curriculum based instruction, parent/staff interview, checklists... The educator should similarly be highly qualified in scoring assessments, interpretation of scores, and recommendation of appropriate programming. Knowledge of physical education standards and benchmarks, as well as leisure lifestyle analysis for transition planning is essential.

Individualized Education Program (IEP) Goals and Objectives/Benchmarks are measurable and objective statements written by the adapted physical educator. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy, to ensure that goals and objectives are being met in a timely manner.

Instruction in the Least Restrictive Environment (LRE) refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each student. Adaptations are made to ensure that each student is afforded an opportunity for safe and meaningful participation. Placement decisions are outlined in the IEP and may include one or more of the following options:

- The general physical education setting
- The general physical education setting with a general PE teacher making curricular accommodations
- APE teacher consultation with general PE teacher (paraprofessional can be included)
- APE teacher collaboration within the general phys. ed. program (paraprofessional can be included)
- Direct APE instruction provided to a student on a one-on-one or small group basis by and APE with support from the paraprofessional as appropriate.

For all practical purposes, Adapted Physical Education **IS** developmentally appropriate education at its finest. It is adapting, modifying, and/or changing a physical activity so it is as appropriate for a person with a disability as it is for a person without a disability.

The Adapted Physical Educator is a direct service provider, not a related service provider. Physical education is a federally mandated component of special education services. This means that physical education must be provided to the student with a disability as part of that student's special education. This is contrasted with physical therapy and occupational therapy which are related services.

Change the word “adapted” to “modified” and you have the idea of Adapted Physical Education. It is **GOOD** teaching which adapts (modifies) the curriculum, task, equipment, and/or environment so that **ALL** students can fully and meaningfully participate in physical education.

Assessment in Adapted Physical Education

Legal Reference

(2) CONDUCT OF EVALUATION. IDEA requires that, in conducting evaluations, the local education agency (LEA):

- (A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent that may assist in determining
 - (i) whether the child is a child with a disability; and
 - (ii) the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum
- (B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child; and
- (C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

(3) ADDITIONAL REQUIREMENTS. Each local educational agency shall ensure that

- (A) assessments and other evaluation materials used to assess a child under this section
 - (i) are selected and administered so as not to be discriminatory on a racial or cultural basis,
 - (ii) are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally,
 - (iii) are used for the purposes for which the assessments or measures are valid and reliable,
 - (iv) are administered by trained and knowledgeable personnel, and
 - (v) are administered in accordance with any instructions provided by the producer of such assessments;
- (B) the child is assessed in all areas of suspected disability;
- (C) assessment tools and strategies used provide relevant information that directly assists persons in determining the education needs of the child.

Discussion:

What is an Assessment? What is an Ecological Approach to Assessment?

Assessment is the process of gathering information about a student to make an informed decision. As part of special education, assessment serves as the foundation for determining a pupil's strengths, needs, and eligibility for special education support services through the use of formal and informal procedures. The interpretation of assessment information guides decision making related to eligibility, student-based educational needs, possible goals and objectives, program services, and placement options.

Traditional assessment practices incorporate the use of a standardized assessment tool to compare a student objectively with a normative sample of same-aged peers. While the information obtained from standardized assessment can be of value, such assessment does not take into consideration the multiple factors that influence a student's performance within an environment.

An ecological approach to assessment in adapted physical education emphasizes the real-life skills necessary for a student to participate meaningfully in general physical education and community-based recreation.

Assessment and the Concept of Ecologically Relevant Assessments

Rainforth and York-Barr (1997) propose that an educational assessment of greatest validity and rigor consists of four main steps:

1. Developing an Assessment Plan
2. Assessing Performance in Natural Environments
3. Analyzing Performance Discrepancies and Generating Hypotheses (as to the origin of performance discrepancies – collaborative team exercise)
4. Conducting Diagnostic/Discipline-Referenced Assessment

STEP 1 Developing an Assessment Plan

Assessment planning is guided by the reason for a referral and is coordinated by the team members contributing to the overall assessment. During the planning stage, the team decides on what priority environments and activities to focus the assessment. As related to adapted physical education, an ecologically relevant assessment will focus upon physical education environments and physical education performance activities.

Areas that may be addressed in the assessment plan to determine the need for adapted physical education and the appropriate level of service include, but are not limited to:

- Fine and gross motor skills
- Motor development
- Motor skill performance in natural contexts as related to PE standards and objectives
- General physical education functioning, including safety
- Mobility
- Sport and recreation skills, including the application of motor skills to various environments
- Other skills related to physical education curriculum and standards
- Effects of cognitive delays
- Effects of emotional disturbances

STEP 2 Assessing Performance in Natural Environments

An emphasis on natural environments is the cornerstone of an ecological assessment. An analysis of the person-environment fit serves as the foundation upon which decisions can be made for modifying the environment, equipment, curriculum, or manner of instruction, or for developing instructional strategies towards remediating deficits. In other words, only through observing a student within the natural environment can one determine which accommodations will benefit the student's successful participation within the least restrictive environment. The student's ability to participate in both school activities and school environments provides the context for observing and analyzing areas of performance strengths and weaknesses.

In Step 2, members of the assessment team observe the student engaging in priority activities in the members' discipline-related environments. In APE, this may include:

- General Physical Education
- Recess
- School-related sports activities
- Recreation/leisure activities
- Field trips

STEP 3 Analyzing Performance Discrepancies and Generating Hypotheses

“After performance information is recorded and the assessment is completed for a specific environment, discrepancies are identified between the way in which designated activities are performed by the student and the way in which they are performed by a person without disabilities. For each discrepancy, team members begin to hypothesize about factors that may contribute to the student’s performance difficulties.” (Rainforth & York-Barr, 1997, p.135)

This process of analyzing functional performance difficulties and generating hypotheses can serve as a basis from which instructional interventions and programming decisions are made. Each team member conducting a portion of the educational assessment, such as educator, psychologist, speech and language

“Because ability to participate is the key criterion, it makes sense that assessment information ... should focus on the skills and behaviors that are necessary in general physical education.”

- Martin Block

A Teacher's Guide to Including Students With Disabilities in General Physical Education, 2000.



therapist, occupational therapist, physical therapist, and adapted physical educator, may have a slightly different hypothesis regarding a specific performance deficit. A psychologist may be able to offer input related to behavior, regarding a specific performance-based discrepancy. The occupational therapist may have a sensory-related hypothesis to account for behavior during physical education. The adapted physical educator may account for a PE performance discrepancy from a motor perspective. In this collaborative manner, the expertise of multiple disciplines is available toward problem solving and generating appropriate strategies toward supporting student performance.

STEP 4 Conducting Diagnostic/Discipline-Referenced Assessments

The diagnostic portion of an assessment is the most formal component of assessment, utilizing standardized protocols and measurement tools. It has traditionally been the area of emphasis both in general educational assessment and in discipline-referenced assessment. Discipline-referenced assessment refers to an individual educational assessment conducted from a specific discipline perspective as part of a comprehensive educational assessment. The diagnostic/discipline-referenced assessment is most appropriately administered as the final area of a comprehensive educational evaluation. Assessing student performance in natural environments, analyzing discrepancies, and generating hypotheses serve to guide the diagnostic/discipline-referenced assessment. Information from steps 2 and 3 of the assessment process serves to identify educational performance priorities, thereby informing which diagnostic assessment to conduct.

The diagnostic/discipline-referenced portion of assessment should be chosen to offer specific insight related to performance within particular areas of educational priorities identified within steps 2 and 3. It is designed to focus on a student’s performance difficulties within the educational context as opposed to simply generating a standardized score related to a normative sample of peers. The score generated from a standardized assessment is not important. Rather, the interpretation of that score, as it relates to educational performance, is the value of standardized assessment in a comprehensive assessment plan.

The purpose of the standardized or formal assessment in Step 4 is to offer additional information related to performance difficulties already assessed through observation, progress monitoring data, and parent/teacher interview.

Who performs an APE assessment?

Adapted PE assessment must be made by a Colorado Department of Education licensed PE teacher, highly qualified to address adapted physical education, trained in gathering data through observation of performance in natural contexts, diagnostic tests, curriculum-based instruction, parent/staff interview, and checklists. The PE educator should similarly be highly qualified in scoring assessments, interpreting scores, and recommending appropriate programming. Knowledge of physical education standards and benchmarks, as well as leisure lifestyle analysis for transition planning, is essential.

“An ecological approach to curriculum (and assessment) reflects characteristics of both the individual student and the environments in which his or her participation is desired.”

Rainforth & York-Barr
*Collaborative Teams for
Students With Severe Disabilities, 1997*



Initial, Annual and Triennial Evaluations

Legal Reference:

(B) A reevaluation shall occur

- (i) not more frequently than once a year, unless the parent and the local educational agency agree otherwise; and
- (ii) at least once every three years, unless the parent and the local educational agency agree that a reevaluation is unnecessary.

(C) Additional requirements for evaluation and reevaluations (in addition to the previously outlined requirements): Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this section, the IEP team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:

- (i) evaluations and information provided by the parents of the child;
- (ii) current classroom-based, local, or state assessments and classroom-based observations; and
- (iii) observations by teachers and related services providers.

Each district shall conduct an individual evaluation of each student's educational needs before the initial provision of special education and related services to a student with a disability. Annual IEP meetings are conducted to identify the strengths and weaknesses of the student, to determine upcoming goals and objectives for the year, and to discuss appropriate educational programming for the upcoming year based upon monitoring data to assess a student's progress toward IEP goals and objectives. For an annual IEP meeting, the APE teachers must complete a summary of student performance, provide progress monitoring data, and outline appropriate goals and objectives tied to Colorado PE standards for the student.

A re-evaluation of each student is conducted if conditions warrant or if the student's parents request and the school agrees to a re-evaluation. At a minimum, students are re-assessed once every three years. For a three-year evaluation, APE teachers must complete an appropriate adapted physical education comprehensive assessment.

Discipline Referenced Assessment Instruments

Legal Reference:

IDEA requires that, in conducting evaluations, the local education agency (LEA):

- (A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent that may assist in determining
 - (i) whether the child is a child with a disability; and
 - (ii) the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum
- (B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child; and
- (C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. 20 U.S.C. sec. 1414 (a) and (b).

Discussion

Selecting appropriate assessment tools is essential in developing accurate student information to determine placement and program development. Each district must ensure that the tests and evaluation instruments are valid for the specific purpose used.

There are numerous standardized norm- or criterion-referenced tests available. These assessments are to be used in conjunction with observation-based assessment of the student within the performance environment. The specific formal assessment tool chosen should be guided by steps 1, 2, and 3 of an ecological approach to assessment, outlined earlier in this chapter.

Assessments must measure ability, not disability. It is important to be clear about what a test purports to measure. A test which is intended to measure motor skill performance or physical fitness must not discriminate on the basis of the student's disability. The student with a learning disability who has difficulty following verbal directions may not perform at his/her ability level if only verbal directions are given. The student may need visual cues and demonstration in addition to the verbal instructions. A formal, standardized test that does not allow for demonstration may be an inappropriate test for the student.

See the Appendix for a list of assessments.

Assessment Data for Placement Decisions

Least Restrictive Environment

Students are entitled to receive instruction in the least restrictive environment (LRE). LRE refers to adapting or modifying the general physical education curriculum and/or instruction to address the individualized abilities of each student while providing the student the opportunity to participate with same-aged peers.

Adapted physical education placement is outlined in the individualized education plan (IEP) and may include one or more of the following environments and levels of support:

- The general physical education setting
- The general physical education setting with the PE teacher making curriculum accommodations/modifications
- APE teacher consulting with the PE teacher (paraprofessional to be included)
- APE teacher collaboratively teaching with the PE teacher (paraprofessional to be included)
- APE teacher providing direct instruction to the student outside of the general physical education setting

Discussion

Best practice dictates that information from assessment data is used to determine:

- How much support a student needs to be successful in general physical education. Such support may be accommodations to the curriculum and/or instruction; use of a peer buddy, use of adapted equipment, consultation from an APE, or direct service from an APE.
- What alternative placement would be appropriate for the student if he or she cannot be successfully included in general physical education.

The following is considered in determining the most appropriate, least restrictive, physical education placement:

- Psychomotor, cognitive, and affective factors that would affect the student's ability to participate successfully and safely in general physical education
- Capability of the student to benefit from an APE program, including such considerations as ability to understand cause and effect; demonstration of emotional behavior to benefit from one-on-one instruction, capability for voluntary movement, ability to interact with another person
- Results of a comprehensive, ecologically based physical/motor assessment conducted by a CDE licensed PE teacher, highly qualified in APE.

The use of assessment data to determine placement highlights the importance of the ecological approach to assessment. The APE assessment must evaluate the student within the general PE environment in order to determine the appropriate placement for meaningful student participation.



Eligibility

Legal Reference

Once a child is identified as having a disability and is determined by the IEP team to be eligible for special education, adapted physical education services must be addressed if the results of assessments indicate that performance in physical education is adversely affected.

A student with a disability must have access to programs designed to develop physical and motor fitness, fundamental motor skills and patterns, and skill in aquatics, dance, and individual and group games and sports.

Adapted physical education is defined by federal law as a special education instructional program and must be provided to all students with disabilities if needed to meet their individual physical education needs. Each student must be provided the opportunity to participate in general PE with non-disabled peers, unless the student is enrolled full-time in a separate facility or demonstrates the need for specially designed physical education.

“Access to general physical education curriculum and instruction is the objective in determining eligibility.”

Martin Block, 2000



In Colorado, physical education services are recognized as part of the legal mandate to provide a free and appropriate public education for children and youth who qualify for special education services. The benefits include:

- Promotion of physical activity as part of an active lifestyle

- Development of fundamental motor skills necessary for participation in sports with peers
- Enhancement of self-esteem and self-image
- Increased physical independence and/or mobility
- Decreased health-related complications

In Colorado, as in many other states, typically a student is determined to be eligible for special education services prior to being considered for APE services. However, in order to access the PE curriculum, a student may require APE as a stand-alone service on an IEP. Although this would be a rare occurrence, PE is a direct, not a related service, and as such it can conceivably be the only service on an IEP.

The following questions are considered by the IEP team to determine eligibility for APE services:

- Is there measurable lack of success in the general PE curriculum or environment despite modification provided by the general PE teacher?
- Does the manifestation of disability interfere with the student's ability to participate in his/her physical education program or at play?
- Is the student able to receive measurable and meaningful benefit from general physical education without modification of the physical education program by an APE teacher? This will vary from school to school, depending upon the general physical education teacher's ability to modify instruction or activities independently.
- Are the results of a comprehensive, ecologically based physical/motor assessment conducted by a CDE licensed PE teacher, highly qualified in APE?
- Is remission of skills or other negative change likely without adapted physical education intervention?

Consideration should additionally be given to the following factors:

- Fitness as it relates to the student's abilities to be successful in general physical education.
- Cognitive skills as they relate to the student's ability to be successful in general physical education. (Low cognition, however, is not an appropriate basis for APE eligibility. Please refer to assessment and eligibility.)
- Ability to participate with peers in recreational activities and recess.

Discussion:

The criteria for eligibility for APE services should focus on whether the student can participate in general physical education in a successful and meaningful way.

Traditional assessment practices have relied heavily on the use of standardized tools that compare a student to a normative sample of same-aged peers. Frequently, eligibility and placement decisions have been made solely on the basis of a quantified score. Arguably, each APE assessment should look somewhat different, with eligibility determinations being based upon a variety of factors—what Rainforth and York-Barr (1997) and Block (2000) call the ecology of the student, as opposed to the results of a single formal assessment tool.

In a traditional model, standardized test results dictate whether a student receives APE services. The traditional method, however, is often flawed due to a disconnection between standardized test results and the specific general physical education program offered within a student's school. Eligibility determinations are complex. The entire ecology of the student must be taken into consideration. Standardized scores and standard deviations from the mean on a formal assessment are not appropriate criteria upon which to determine eligibility.

“Games are for everyone, but not always in their traditional configurations.”

Morris & Stiehl, 1999



If a student demonstrates deficits in the motor, behavioral or cognitive areas, but is participating successfully in general PE, then the student would not require the specialized services of adapted physical education. Likewise, students with disabilities of a temporary nature, such as broken bones or short-term illnesses, are not eligible for APE. Students who a physician has determined may not safely participate in general PE may not participate in APE.

Frequency of Intervention

Specific recommendations for the frequency of service provision are made by the IEP team according to the needs of the student. Monitoring student performance is necessary to determine if the amount of service is appropriate to promote progress toward the student's IEP goals and objectives. Ongoing progress monitoring is an integral component to ensure that the educational needs of students are met through the implementation of effective intervention strategies with appropriate frequency.

APE as a Stand Alone Service:

It is conceivable that a student presents with a disability that impacts access to physical education only. In that situation, careful consideration by the IEP team will determine whether APE services will be a stand-alone IEP service. Clearly, the incidence of APE as a stand-alone IEP service would be infrequent. Nevertheless, under federal law, the IEP process may determine a student to be eligible for such service if needed to access the physical education curriculum.

Transition to Adult Life

Legal Reference: *CFR 300.43(a)*

The term “transition services” means a coordinated set of activities for an individual with a disability that:

- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of a child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- (2) Is based upon the individual child's needs, taking into account the child's strengths, preferences, and interests.
- (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult-living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Discussion

For students with a transition plan, physical education program planning shifts away from a school setting toward community or post-secondary education settings. Goals and objectives for physical education fall primarily within the areas of recreation/leisure and physical fitness skills necessary to support vocational, health, and daily living activities and community participation. At this level, the goals and objectives in adapted physical education should emphasize the student's interests and preferences as related to physical fitness and participation in recreation and leisure activities.

The adapted physical educator's role in supporting transition plan programming is to facilitate the student's use of community recreation and fitness resources. To achieve this, the adapted physical educator might conduct classes in the community, but will often collaborate with the transition specialist or special education teacher in conducting physical education instruction in these settings. This will usually result in less frequent direct instruction by the adapted physical educator, with increased consultation of the adapted physical educator with the transition coordinator, special education teacher, or community recreation leader.

Adapted physical education services on a transition plan are likely to differ from those on an IEP in several ways:

- Activities are more frequently conducted in community or post-secondary settings.
- Goals and objectives are closely related to student interests and preferences rather than to Colorado PE standards.
- Activities are part of a coordinated set of activities that promotes movement from school to post-school living.
- Less direct instruction from the adapted physical educator and more collaborative consultation.

“While there are many opportunities for social interaction in physical education, the major purpose of physical education is to help students become active, efficient, and healthy movers.”

Martin Block, 2000



Schools are preparing students to be productive, contributing adults in their community. Students with disabilities need instruction to occur in many places, including home, school, and community settings. For students with a transition plan, physical education program planning and curriculum options incorporate community or post-secondary settings. Recreation and leisure become the objectives for physical education in an effort to support vocational, health, or daily living activities and life-long community participation. These objectives should be aligned with the individual student's interests and preferences.

Thank you to the California Department of Education for allowing the reproduction and referencing of information from their Adapted Physical Education Guidelines in California Schools.

Termination of Services

The following criteria should be considered for termination of APE services and can be determined at an IEP review meeting with IEP team agreement:

- Student has met all APE objectives on his/her IEP.
- Student is performing successfully in the general PE curriculum with minimal adaptations by general PE teacher.
- Student has met graduation requirements for PE and does not intend to take further PE classes.
- Student has physician waiver/exemption from PE.

- Student is able to receive reasonable benefit from general physical education alone.
- Student is functioning within normal range of motor skills.
- Student is able to adapt and modify his/her own activity with the general educator's assistance.
- Student is able to participate in recreation and leisure programs in transition programs.

Service Delivery Models

Legal Reference

The State must ensure that public agencies in the State comply with the following:

- (a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free and appropriate public education, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.
- (b) Regular Physical Education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children, unless
 - (1) The child is enrolled full time in a separate facility; or
 - (2) The child needs specially designed physical education, as prescribed in the child's IEP.
- (c) Special Physical Education. If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- (d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

Discussion

Federal law guarantees the opportunity for students to participate in physical education regardless of physical, cognitive, or emotional abilities. Finding the least restrictive environment (LRE) for each learner is both a federal mandate and a best practice. The environment is considered to be least restrictive when it matches individual abilities and appropriate services and provides students with as much independence as possible.

Continuum of Service

The continuum of adapted physical education services should emphasize meaningful student participation.

Physical Education Service Delivery Models

General Physical Education Setting

- The general physical education teacher provides instruction.
- Student participates successfully in the general physical education setting.
- Student understands basic rules and concepts.
- Student follows instructional transitions.

General Physical Education Setting with a General Physical Education Teacher making Curricular Accommodations

- Primary responsibility for instruction resides with the general physical education teacher.
- General Physical Education Teacher makes curricular accommodations if needed.
- Student participates successfully in the general physical education curriculum with modifications made by the physical education teacher.
- Modifications and interventions that are attempted for a particular student should be documented for a specified time before a referral is made for adapted physical education

APE Teacher Consultation with General Physical Education Teacher (paraprofessional may be included)

The Adapted Physical Education Instructor consults with the general physical education teacher, assistants and other professionals working with the student. A paraprofessional may be needed to assist the student in the general physical education class.

- Consultation may also include: providing staff inservice, communicating with staff and parents, providing resources, modifications and adaptations of the program, including instructional strategies, facilities, and equipment.

The APE Teacher works collaboratively with the general physical education teacher within the general physical education classroom. (Paraprofessional to be included)

The Adapted Physical Education teacher collaboratively works with the general physical education teacher and assistant and assists the student so that they can successfully participate in the general physical education setting. The Adapted Physical Education Teacher may team teach with the general physical education teacher.

Collaborative Consultation

A process by which the adapted physical education teacher works with other members of the IEP team to plan individualized instruction. Collaborative consultation results in a program that is coordinated with all the services and educational programs and activities in which the student is involved.

Direct APE Instruction provided to a student(s) by an APE Teacher

Adapted Physical Education is a physical education program for children with disabilities whose needs cannot be met solely in the general physical education setting. It is taught by an APE teacher either independently, with or without paraprofessionals, or in a team teaching situation with either a general physical education teacher or a special education teacher.

The student's identified educational needs require the support from an APE teacher.

- Student participates in general physical education and receives individualized instruction from the Adapted Physical Education Teacher.
- Instruction may take place in the general physical education setting, small group, individualized setting, or in a combination of settings supported by the Adapted Physical Educator.

Discussion:

Some students may receive adapted physical education services indirectly through consultation. The adapted physical education teacher will consult with the general physical education teacher and/or the paraprofessional frequently to give specific curricular modifications for a student and to monitor student progress in physical education.

Some students may have difficulty functioning within the general physical education environment, and they may benefit from receiving adapted physical education instruction in a different educational setting that meets their individualized educational needs according to the IEP and the recommendation of the IEP team.

Philosophy of Inclusion

Legal Reference:

Each public agency must ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Regular Physical Education

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled peers, unless

- The child is enrolled full time in a separate facility; or
- The child needs specially designed physical education, as prescribed in the child's IEP.

Discussion

Inclusion is the practice of integrating students with disabilities into the general education setting. It is important for students with disabilities to participate in general physical education with age-appropriate peers.

Benefits of Inclusion for Students with Special Needs

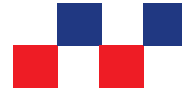
- Affords a sense of belonging to a the school community
- Provides a stimulating environment to learn
- Provides opportunities for the development of friendships
- Enhances self-respect and affirmations of individuality
- Frequently results in greater motivation to perform
- Provides peer role models
- Provides opportunities to be educated with same-aged peers
- Mirrors the community at large and the post-school world

Benefits of Inclusion for All Students

- Provides opportunities to experience diversity of society on a small scale in a classroom
- Develops an appreciation that everyone is unique and has abilities
- Develops sensitivity toward others' limitations and unique skills
- Develops respect for others with diverse characteristics
- Increases abilities to be peer helpers and to help teach all classmates

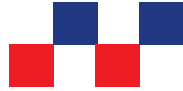
(Bronson & Raschke, 1999)

Each general physical educator may require a different level of support or varied intensity of consultation when supporting a student with a disability within the general physical education environment. Empower your general physical educator.



“Placement in physical education never should be solely for social development, nor is it appropriate for students with disabilities to only have passive role such as scorekeeper.”

- Martin Block, 2000



Inclusion in the general physical education setting should be considered and determined on an individual basis so that the child with a disability can:

- Achieve goals and objectives stated on the IEP
- Participate and demonstrate learning in the general education setting
- Demonstrate competency in state and district-wide physical fitness or skills assessment or alternative tests to match the child's unique needs.

(Tripp & Pilectic, 2004)

Placement decisions are made on an individual basis and are determined by the assessment team during the IEP process. All placement decisions should result in a safe and meaningful program for the student.

The Role of Paraprofessionals in Assisting Adapted Physical Education Teachers

Paraprofessionals and instructional assistants can play an important role in assisting students with disabilities in the general physical education setting. These individuals assist in the provision of adapted physical education services under the supervision of an adapted physical education teacher. Support personnel enhance the level of instruction in the physical education setting in numerous ways:

- Providing extra verbal and visual cues for students with disabilities
- Modeling desired movement or behavior
- Providing simplified instructions
- Encouraging involvement of other students/peer buddies during physical education
- Assisting students so they can successfully participate in the general physical education setting
- Monitoring student behavior
- Assisting students with transitions in the classroom

Finally, training is essential so that paraprofessionals fully understand their specific role in assisting the adapted physical education teacher and supporting the student's PE program.

Chart 1

Process for Requesting Adapted Physical Education (APE)

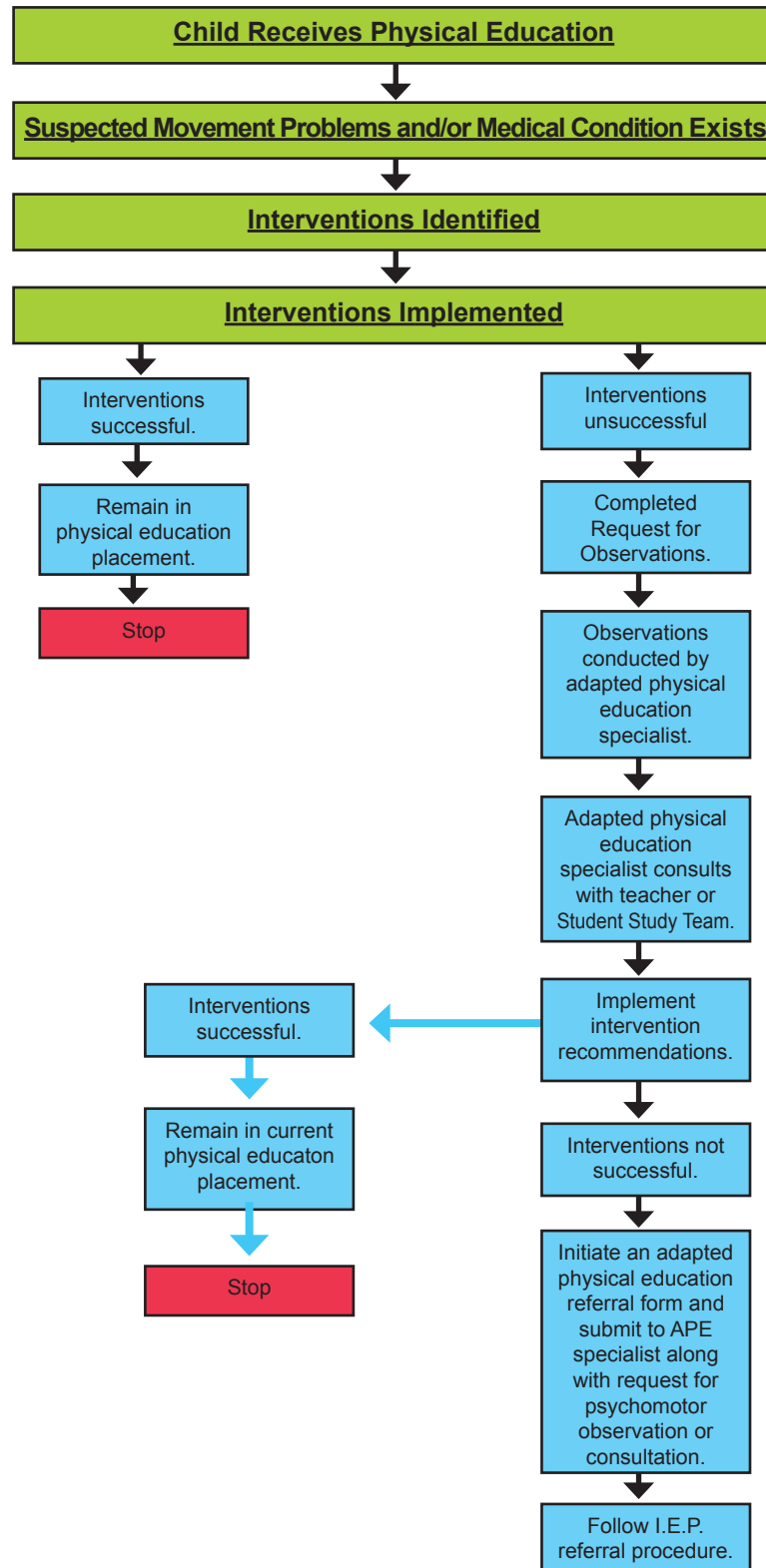


Chart 2

Adapted Physical Education I.E.P. Review

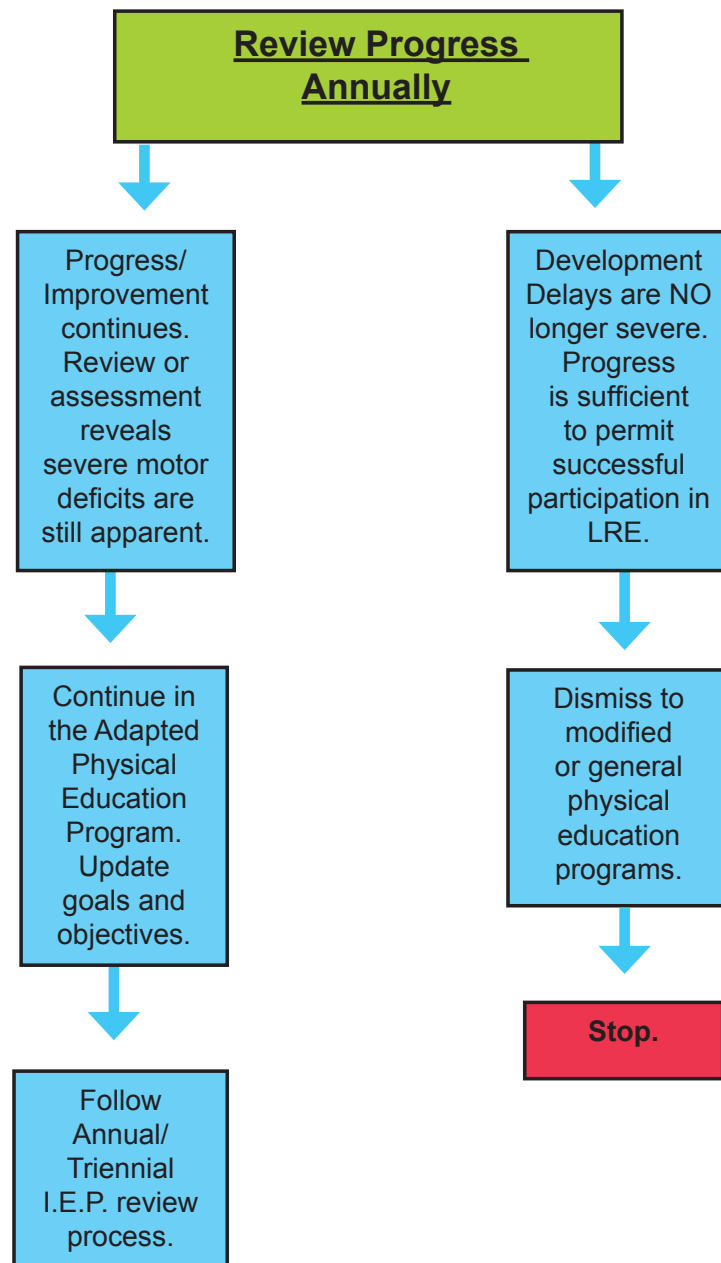
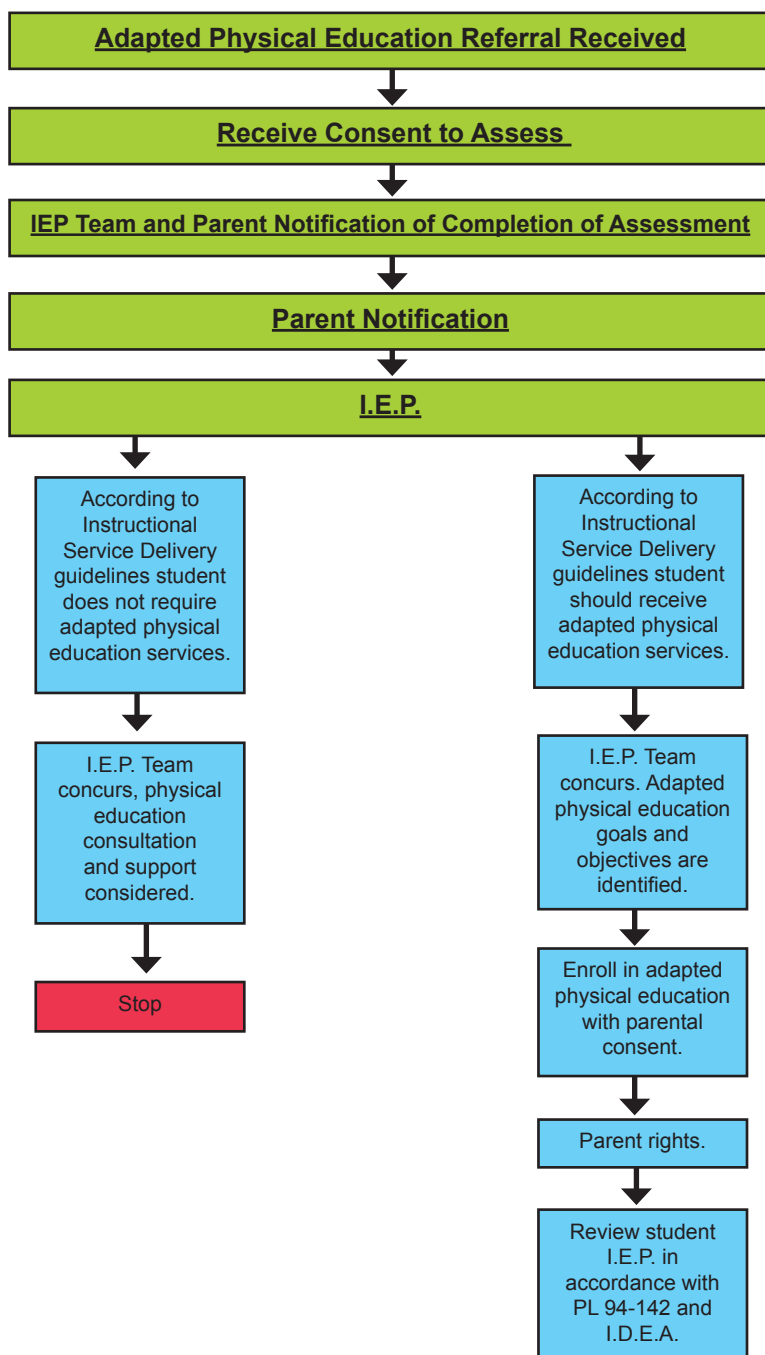


Chart 3

Procedure for APE Individualized Education Plan (IEP), Referral



Frequently Asked Questions About Adapted Physical Education Services

1. What is adapted physical education?

Adapted physical education is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of a student who has substantial medical, orthopedic, and/or neurological conditions. Activities are generally adapted to meet the student's specific needs and to allow the student to participate as much as possible in the curriculum, based on his or her individualized education plan (IEP).

2. What qualifications must a physical educator have in order to work as an APE in the state of Colorado?

The State of Colorado does not license the adapted physical educator. The Colorado Department of Education offers a license in physical education. Current requirements are an undergraduate degree in physical education. In addition, 12 semester hours in adapted physical education are strongly recommended.

A highly qualified candidate must be able to address adapted physical education, must be trained in gathering data through observation of performance in natural contexts, diagnostic tests, curriculum-based instruction, parent/staff interview, and use of checklists. The educator should similarly be highly qualified in scoring assessments, interpreting scores, and recommending appropriate programming. Knowledge of physical education standards and benchmarks, as well as leisure lifestyle analysis for transition planning, is essential.

3. How do you refer a student for adapted physical education services?

Any child who is having difficulty in physical education may be referred through a child study conference. The parent, teacher, or other person may make this contact through the student's teacher or other school personnel. Many of the referral policies differ from district to district. Please consult with your district for specific information.

4. What if a school district does not have an adapted physical educator on staff to provide the service determined necessary by the IEP committee for that student to benefit from physical education programming?

If the IEP committee determines that the student requires APE services to meet that student's educational needs and to receive a free and appropriate public education, then the district must find a way to provide the service. This can be done through a number of methods:

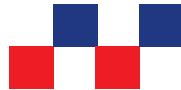
- Consult with district personnel for a local/private service provider.
- Secure contracted services from a local provider.
- Through district support of professional development, generate qualified, in-house expertise to meet the student's physical education programming needs.
- Find others, mutually agreed upon by the school district and the parents, who have specific training in the area of need.

5. Is extended school year (ESY) provided in the APE area?

It may be. This is determined by the IEP committee. Every child with an IEP has the right to have ESY explored as part of his/her IEP meeting. Extended school year services are provided for those students who demonstrate a regression in skill level over breaks (summer break, winter break, spring break). Skills which have been mastered are lost during the course of a break, and recouping these skills takes a greater span of time than the span of the break. Documentation of skill levels pre- and post-break is required to make this determination.

6. Can APE be a stand-alone service on an IEP?

It is conceivable that a student presents with a disability that confounds access to physical education only. In that situation, careful consideration by the IEP team will determine whether APE services will be a stand-alone IEP service. While the incidence of APE as a stand-alone IEP service would be infrequent, under federal law the IEP process may determine a student to be eligible for APE as a stand-alone service if the student needs such a service to access the physical education curriculum.



Curriculum and Instruction

“You can modify any game to include anyone, accommodating a wide spectrum of abilities, interests, needs, and resources.”

Morris & Stiehl, 1999

Adapted physical education (APE) programs should align with the general physical education curriculum. The student needing APE is entitled to receive comparable instruction in the psychomotor, cognitive, and affective domains. The student’s instructional program should be provided in the least restrictive environment (LRE). Appropriate individualized curriculum is intended to provide experiences that teach and reinforce skills necessary for safe and successful

participation in the physical education setting. This is important because many students needing APE participate in regular physical education.

Program activities should be selected to promote and enhance the skill development of the student. Teaching methods and instructional strategies must be designed to meet each student’s unique learning style. In designing activities and developing instructional strategies, the APE teacher should observe the following precepts:

- All students can learn.
- Students must be educated in the least restrictive environment.
- Essential, age-appropriate skills should be taught within the student’s developmental level.
- Activities should be designed to meet the goals of both APE and general PE programs.
- APE and general PE should be based on Colorado Physical Education Standards.

Thank you to the Minnesota Department of Education for permission to copy and/or alter the Curriculum and Instruction section from their September 2005 APE Manual.

Reporting and Documentation

The adapted physical educator will report on student progress at the following intervals:

- Initial IEP assessment
- Quarterly progress reports
- Annual IEP review
- Triennial progress review and comprehensive assessment
- As appropriate to the program and/or requested by family/administration

The adapted physical educator will document student progress regularly for the following purposes:

- Monitor progress toward specific skill development.
- Inform instructional practices.
- Develop information towards consulting with general PE teachers, other teachers, and related service providers.

Workload

The Colorado Department of Education does not recommend a specific caseload number for adapted physical educators. Caseload decisions are made at the administrative unit or district levels. Quantified caseload values do not capture the multiple responsibilities of the APE practitioner. It is best to engage in conversations related to workload. The distinction between caseload and workload can be significant. Workload includes all the activities required and performed by the APE. Workload demands will vary depending upon the size of a district and distance between schools. Caseloads must be sized appropriately to allow APEs to engage effectively in their workload activities, including:

- Providing appropriate and effective intervention
- Conducting evaluations
- Collaborating with teachers and parents
- Carrying out related activities
- Completing necessary paperwork
- Completing compliance tasks within working hours

The most effective way to determine workload demands is to disaggregate the APE's daily activities and document the amount of time spent in each activity, for example:

- Travel
- Set-up
- Collaborative team meetings
- IEP meetings and IEP preparation
- Consultation with team members
- IEP service time, consultation and direct
- Documentation
- Progress reporting
- Planning
- Consultation with general physical education teachers related to students not receiving APE
- Manufacturing or assembling of adaptive/assistive equipment

Guidelines for an Adapted Physical Educator

- Be familiar with Federal and State legislation mandates for Physical Education and Adapted Physical Education, and apply appropriate practice.
- Be familiar with Colorado Department of Education Physical Education Standards.
- Provide information regarding total program planning for students with disabilities to educate personnel and parents/guardians.
- Observe, screen, assess, and evaluate students with disabilities, interpret assessment results, and plan for appropriate intervention services.
- Observe students in the general physical education class to ensure proper accommodations are being provided to meet the student's APE goals and objectives.
- Maintain appropriate records on students following district policy.
- Establish a relationship with administrators, school personnel, parents/guardians, and non-school agencies to facilitate the education of students with physical/motor disabilities.
- Be available as a resource for administrations, teachers, para-educators, general physical education teacher, and parents/guardians.
- Assist school personnel in implementing appropriate Adapted Physical Education programs by recommending modifications in the existing physical education program, suggesting adapted equipment, methods and materials, and informing teachers of contra-indicated activities.
- Be available for ongoing consultation and collaboration with teachers, para-educators, and PE teachers to carry out specific goals and components of the adapted physical education program.
- Write assessments reports and progress notes, provide a three-year evaluation, and attend staff meetings.
- Travel to school locations and areas served.

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Section 3

Fact Sheets



For Adapted Physical Education Teachers

Physical Education is defined as: The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special PE, APE, movement education, and motor development. CFR 300.17

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to be successful in the general PE program/environment. It is personalized and specially designed to address the individualized needs of students who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. APE teachers support the general physical education program by working towards Colorado Physical Education Standards.

Adaptations, accommodations, and modifications within the existing general physical education program shall be documented before a child is referred to adapted physical education.

When the manifestation of disability is suspected of preventing a student from benefiting from general physical education, adaptations/modifications to the physical education curriculum and/or instruction should be made prior to referring a student to adapted physical education. If the general PE teacher is uncertain of how to adapt to the student's needs an informal consultation with the APE might be appropriate. For those students with significant manifestation of disability it may be appropriate to make an immediate referral to the APE teacher.

Some general physical educators are unclear as to how they can modify instruction, equipment and participation for their students who have disabilities. In such cases, the APE teacher may provide consultation to these teachers for the purpose of helping them identify different instructional strategies, modifications, and/or adaptations which may allow for meaningful participation in the least restrictive environment. Often, students with disabilities can participate successfully in general physical education if rules are modified, equipment is changed, the student is permitted to play a specific position on a team, or provided with a peer tutor or "buddy."

Once the child is identified as having a disability, is determined by the IEP team to be eligible for special education, and the results of assessment indicate that performance in physical education is adversely affected, then specific physical education services must be addressed.

In Colorado, as in many other states, a student typically is determined to be eligible for special education services prior to being considered for APE services.

The following criteria is considered by the IEP team to determine eligibility for APE services:

- Lack of success in general PE curriculum or environment despite modification/adaptation provided by general PE teacher.
- Results of physical/motor assessment
- Determination that the problem interferes with the student's ability to participate in his/her physical education program or at play
- The student is unable to obtain reasonable benefit without modification or adaptation to the educational program by an Adapted Physical Education Teacher.
- Potential positive change in the student is a result of intervention by the Adapted Physical Educator or negative change without intervention would be likely
 - o Change as a result of the intervention should be in addition to change due to maturation of the student.

If the student demonstrates deficits in the motor, behavioral or cognitive areas, but is participating successfully in general PE, then the student would not require the specialized programming of adapted physical education. Likewise, students with disabilities of a temporary nature, such as broken bones or short-term illnesses, are not eligible for Adapted PE. Students who a physician has determined may not safely participate in general PE may not participate in Adapted PE.

Adapted PE assessment must be made by a licensed PE teacher, highly qualified to address adapted physical education needs trained in gathering data through diagnostic tests; curriculum based instruction, observations, checklists... The educator should similarly be highly qualified in scoring assessments, interpretation of scores, and recommendation of appropriate programming. Knowledge of physical education standards and benchmarks, as well as leisure lifestyle analysis for transition planning is essential.

Least Restrictive Environment:

To maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

Students are entitled to receive instruction in the least restrictive environment. The least restrictive environment refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child within general education, to the degree possible. Placement decisions are documented on the IEP. Within the general physical education setting adaptations are made to ensure that each student will experience success in a safe and accessible environment. The least restrictive environment should allow for meaningful participation in the physical education curriculum and activities.

Placement may include any of the following:

- The general physical education setting.
- The general physical education setting with a general phy. ed. teacher making curriculum accommodations.
- APE teacher consultation with general phy. ed. teacher (Para Professional to be included).
- APE teacher collaborative teaching with general phy. ed. teacher (Para Professional to be included).
- Direct APE instruction provided to student(s) by an APE teacher outside of the general physical education setting

Adapted Physical Education Guidelines in Colorado Schools Fact Sheet



For General Physical Educators

Physical Education is defined as: The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special physical education, adapted physical education, movement education, and motor development. CFR 300.17

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to be successful in the general PE program/environment. It is personalized and specially designed to address the individualized needs of students who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. APE teachers support the general physical education program by working towards Colorado Physical Education Standards.

Adaptations, accommodations, and modifications within the existing general physical education program shall be documented before a child is referred to adapted physical education.

When the manifestation of disability is suspected of preventing a student from benefiting from general physical education, adaptations/modifications to the physical education curriculum and/or instruction should be made prior to referring a student to adapted physical education. If the general PE teacher is uncertain of how to adapt to the student's needs, an informal consultation with the APE might be appropriate. For those students with significant manifestation of disability it may be appropriate to make an immediate referral to the APE teacher.

Some general physical educators are unclear as to how they can modify instruction, equipment and participation for their students who have disabilities. In such cases, the APE teacher may provide consultation to these teachers for the purpose of helping them identify different instructional strategies, modifications, and/or adaptations which may allow for meaningful participation in the least restrictive environment. Often, students with disabilities can participate successfully in general physical education if rules are modified, equipment is changed, the student is permitted to play a specific position on a team, or provided with a peer tutor or "buddy."

Least Restrictive Environment:

To maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

Students are entitled to receive instruction in the least restrictive environment. The least restrictive environment refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child within general education, to the degree possible. Placement decisions are documented on the IEP. Within the general physical education setting adaptations are made to ensure that each student will experience success in a safe and accessible environment. The least restrictive environment should allow for meaningful participation in the physical education curriculum and activities.

Placement may include any of the following:

- The general physical education setting.
- The general physical education setting with a general PE teacher making curriculum accommodations.
- APE teacher consultation with general PE teacher (Para Professional to be included).
- APE teacher collaborative teaching with general PE teacher (Para Professional to be included).
- Direct APE instruction provided to student(s) by an APE teacher outside of the general physical education setting

Adapted Physical Education Teacher, Occupational Therapist, Physical Therapist

Occupational and physical therapy services are related services under the IDEA. The purpose of school based occupational and physical therapy is to support a student's access to special education programming.

Physical education is a federally mandated component of special education services. APE is a primary rather than related service. This means that physical education needs to be provided to the student with a disability as part of the child's special education. Physical education and adapted physical education are educational programs. OT and PT are support services whose objective is to facilitate access to educational programming.

When a student receives multiple services such as: APE, OT, PT, SLP... a collaborative approach amongst service providers is required to ensure generalization of skills across environments. In a collaborative model each service provider will be reinforcing the objectives and activities of the other service providers in order to maximize the student's benefit from special education programming.

General Physical Education Teacher & APE Teacher may play a role in the Individual Transition Plans (ITPS).

The transition curriculum revolves around three main areas: instruction, community living and employment. Physical education programming, in the area of instruction, might focus on helping the student access community recreation centers and leisure activities.

For Teachers and Other Specialists

Physical Education is defined as: The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special physical education, adapted physical education, movement education, and motor development. CFR 300.17

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to be successful in the general PE program/environment. It is personalized and specially designed to address the individualized needs of students who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. APE teachers support the general physical education program by working towards Colorado Physical Education Standards.

Adapted Physical Education Teacher, Occupational Therapy, Physical Therapy:

Occupational and physical therapy services are related services under the IDEA. The purpose of school based occupational and physical therapy is to support a student's access to and benefit from special education programming.

Physical education is a federally mandated component of special education services. APE is a primary rather than related service. This means that physical education needs to be provided to the student with a disability as part of the child's special education. Physical education and adapted physical education are educational programs. OT and PT are support services whose objective is to support or facilitate access to educational programming.

When a student receives multiple services such as: APE, OT, PT, SLP... a collaborative approach amongst service providers is required to ensure generalization of skills across environments. In a collaborative model each service provider will be reinforcing the objectives and activities of the other service providers in order to maximize the student's benefit from special education programming.

Occupational therapy and physical therapy services/activities are not an appropriate substitute for APE instruction. Keep in mind, OTs and PTs are related services providers, not licensed as educators and therefore not qualified to deliver physical education instruction or adapted physical education instruction.

Referring Students to APE:

Adaptations, accommodations, and/or modifications within the existing general physical education program shall be documented before a child is referred to adapted physical education.

When the manifestation of disability is suspected of preventing a student from benefiting from general physical education, adaptations/modifications to the physical education curriculum and/or instruction should be made prior to referring a student to adapted physical education. If the general PE teacher is uncertain of how to adapt to the student's needs, an informal consultation with the APE teacher might be appropriate. For those students with significant manifestation of disability it may be appropriate to make an immediate referral to the APE teacher.

Some general physical educators are unclear as to how they can modify instruction, equipment and participation for their students who have disabilities. In such cases, the APE teacher may provide consultation to these teachers for the purpose of helping them identify different instructional strategies, modifications, and/or adaptations which may allow for meaningful participation in the least restrictive environment. Often, students with disabilities can participate successfully in general physical education if rules are modified, equipment is changed, the student is permitted to play a specific position on a team, or provided with a peer tutor or "buddy."

Use Of Instructional Assistants:

The primary role of the paraprofessional when supervised by the Adapted Physical Educator is to support the educational program developed for the student. This might include attending general physical education with the student, providing additional practice outside of scheduled class time, or assisting in educationally planned recreational experiences in transition programs.

Para-Professionals are to assist the APE teacher & general physical education teacher. Services provided are under supervision of the APE teacher. Para-professionals can provide valuable assistance to the APE teacher during the implementation of APE services. A Para-professional can help in a variety of ways, some of which include lifting students, positioning, providing instructional prompts, monitoring and reinforcing student behavior, setting up and cleaning up equipment, leading a small group, reinforcing skills and supervising student safety. Para-Professionals are assigned to classrooms or individual students and their duties may include attending APE & general physical education with the students. In these cases, the para-professional should be prepared to work under the supervision of the APE teacher during APE instruction and the general PE teachers during general PE in order to support the students' meaningful access to PE programming.

Adapted Physical Education Guidelines in Colorado Schools Fact Sheet



For Administrators

The **National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID)** defines adapted physical education as the following:

Adapted Physical Education is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

1. Assessment and instruction by qualified personnel for children with disabilities and developmental delays.
2. Accurate assessment data, diagnosis, and curriculum-based data collected by qualified personnel.
3. Individualized Education Program (IEP) Goals and Objectives/Benchmarks written by qualified personnel.
4. Instruction in a Least Restrictive Environment (LRE); placement may include one or more of the following options:
 - The general physical education setting
 - The general physical education setting with a general PE teacher making curriculum accommodations.
 - APE teacher consultation with general PE teacher (para professional included).
 - APE teacher collaboratively teaching with general PE teacher (para professional included).
 - Direct APE instruction provided to student(s) by an APE Teacher.

Federal Legislation:

The IDEA requires the provision of equal access to public education. According to the federal mandate, Public Law 108-446 (2004):

The term special education means specially designed instruction at no cost to parents or guardians, to meet the unique needs of a child with a disability, including –

(A) Instruction conducted in the classroom

(B) Instruction in physical education

A student with a disability must have access to physical education programming. The term (physical education) means development of: (A) physical and motor fitness; (B) fundamental motor skills and patterns, and (C) skills in aquatics, dance, individual and group games and sports (including intramural and lifetime sports).

Physical education is standards based and the APE teacher works towards the Colorado Physical Education Standards. Adapted physical education is a diversified program of physical education having the same goals and objectives as regular physical education, but modified to meet the unique need of each student. Physical education needs to be provided to the student with a disability as part of the child's special education.

The IDEA's inclusion of physical education in it's definition of special education underscores the importance of physical education for students with disabilities.

Least Restrictive Environment:

To maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

Students are entitled to receive instruction in the least restrictive environment. The least restrictive environment refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child within general education, to the degree possible. Placement decisions are documented on the IEP. Within the general physical education setting adaptations are made to ensure that each student will experience success in a safe and accessible environment. A least restrictive environment allows for **meaningful** participation in the physical education curriculum and activities.

Qualifications Of The Adapted Physical Education Teacher:

In Colorado, the Adapted Physical Educator must hold a valid licensure in Physical Education, K-12. It is also suggested that the APE teacher become Nationally Certified through the National Consortium for Physical Education and Recreation for Individuals with Disabilities, earning a CAPE (Certified Adapted Physical Education) certification. Course work in APE is strongly recommended. Additional education and/or experience in special education is beneficial.

Caseloads:

Caseload determinations should be made based on workload as opposed to caseload calculations. The best practice is to first consider all of the factors listed on [page 30](#) of the Guidelines and determine the impact on each APE Teacher. There will be a wide range of caseloads and the APE teacher should be involved in determining actual assignments and caseloads. Factors to be considered in caseload determinations include: IEP writing, assessment/reports writing, planning time, parent contact time, case management and other duties as assigned, direct teaching time including collaboration-consultation, and travel time including car time, setting up and taking down equipment, as well as gathering and returning students.

Adapted Physical Education Teacher, Occupational Therapist, Physical Therapist:

Occupational and physical therapy services are related services under the IDEA. The purpose of school based occupational and physical therapy is to support a student's access to special education programming.

Physical education is a federally mandated component of special education services. APE is a primary rather than related service. This means that physical education needs to be provided to the student with a disability as part of the child's special education. Physical education and adapted physical education are educational programs. OT and PT are support services whose objective is to facilitate access to educational programming.

Occupational Therapy and Physical Therapy services/activities are not an appropriate substitute for APE instruction. Keep in mind, OTs and PTs are related services providers, not licensed as educators and therefore not qualified to deliver physical education instruction or adapted physical education instruction.

Use Of Instructional Assistants:

The primary role of the paraprofessional when supervised by the Adapted Physical Educator is to support the educational program developed for the student. This might include attending general physical education with the student, providing additional practice outside of scheduled class time, or assisting in educationally planned recreational experiences in transition programs.

Para-Professionals are to assist the APE teacher & general physical education teacher. Services provided are under supervision of the APE teacher. Para-professionals can provide valuable assistance to the APE teacher during the implementation of APE services. A Para-professional can help in a variety of ways, some of which include lifting students, positioning, providing instructional prompts, monitoring and reinforcing student behavior, setting up and cleaning up equipment, leading a small group, reinforcing skills and supervising student safety. Para-Professionals are assigned to classrooms or individual students and their duties may include attending APE & general physical education with the students. In these cases, the para-professional should be prepared to work under the supervision of the APE teacher during APE instruction and the general PE teachers during general PE in order to support the students' meaningful access to PE programming.

For Parents/Guardians of Elementary Students

Physical Education is defined as: The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special PE, APE, movement education, and motor development. **CFR 300.17**

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to be successful in the general PE program/environment. It is personalized and specially designed to address the individualized needs of students who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. APE teachers support the general physical education program by working towards Colorado Physical Education Standards.

The majority of children identified as eligible for special education and related services are capable of participating in the general physical education curriculum to varying degrees with some adaptations and modifications.

Access to general physical education curriculum and instruction, with the implementation of adaptations and modifications, is the objective in determining eligibility. Eligibility for APE services may vary from school to school and district to district depending upon the general physical education teacher's ability to modify instruction and or activities independently to allow for meaningful student participation. The criterion for eligibility for APE services should focus on whether the student has the ability to participate in general physical education in a successful and meaningful way.

Many children with disabilities can participate in the general physical education program because their disability requires only modifications or adaptations to the PE activities, curriculum, and/or instruction. Often times a student's disability doesn't affect their performance in physical education at all. Students with disabilities must have the opportunity to be successful in general physical education until it is determined that they cannot be. Sometimes, assessment results indicate that general physical education will not be safe or appropriate for an individual with a disability. When it is determined that a student will benefit from receiving additional support in order to meaningfully participate in the physical education curriculum and activities, the following placement continuum should be considered:

- The general physical education setting.
- The general physical education setting with a general phy. ed. teacher making curriculum accommodations/modifications.

- APE teacher consultation with general phy. ed. teacher (Para Professional to be included).
- APE teacher collaboratively teaching with general phy. ed. teacher (Para Professional to be included).
- Direct APE instruction provided to student(s) by an APE teacher outside of the general physical education setting

Adapted Physical Education, Occupational Therapy, and Physical Therapy are NOT interchangeable services.

Occupational and physical therapy services are related services under the IDEA. The purpose of school based occupational and physical therapy is to support a student's access to special education programming.

Physical education is a federally mandated component of special education services. APE is a primary rather than related service. This means that physical education needs to be provided to the student with a disability as part of the child's special education. Physical education and adapted physical education are educational programs. OT and PT are support services whose objective is to facilitate access to educational programming.

When a student receives multiple services such as: APE, OT, PT, SLP... a collaborative approach amongst service providers is required to ensure generalization of skills across environments. In a collaborative model each service provider will be reinforcing the objectives and activities of the other service providers in order to maximize the student's benefit from their special education programming.

Occupational therapy and physical therapy services/activities are not an appropriate substitute for APE instruction. Keep in mind, OTs and PTs are related services providers, not licensed as educators and therefore not qualified to deliver physical education instruction or adapted physical education instruction.

Adapted Physical Education Guidelines in Colorado Schools Fact Sheet



For Parents/Guardians of Middle School and High School students

Physical Education is defined as: The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special PE, APE, movement education, and motor development. CFR 300.17

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to be successful in the general PE program/environment. It is personalized and specially designed to address the individualized needs of students who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction. APE teachers support the general physical education program by working towards Colorado Physical Education Standards.

Quality physical education programs provide opportunities for students to develop movement and sport skills that can be applied to physical activities across the lifespan. Opportunities are also provided for students to develop increased levels of lifetime physical and health fitness, which contribute to an active lifestyle.

The majority of children identified as eligible for special education and related services are capable of participating in the general physical education curriculum to varying degrees with some adaptations and modifications.

Access to general physical education curriculum and instruction, with the implementation of adaptations and modifications, is the objective in determining eligibility. Eligibility for APE services may vary from school to school and district to district depending upon the general physical education teacher's ability to modify instruction and or activities independently to allow for meaningful student participation. The criterion for eligibility for APE services should focus on whether the student has the ability to participate in general physical education in a successful and meaningful way.

Many children with disabilities can participate in the general physical education program because their disability requires only modifications or adaptations to the PE activities, curriculum, and/or instruction. Often times a student's disability doesn't affect their performance in physical education at all. Students with disabilities must have the opportunity to be successful in general physical education until it is determined that they cannot be. Sometimes, assessment results indicate that general physical education will not be safe or appropriate for an individual with a disability. When it is determined that a student will benefit from receiving additional support in order to meaningfully participate in the physical education curriculum and activities, the following placement continuum should be considered:

- The general physical education setting.
- The general physical education setting with a general PE teacher making curriculum accommodations/modifications.

- APE teacher consultation with general PE teacher (Para Professional to be included).
- APE teacher collaboratively teaching with general PE teacher (Para Professional to be included).
- Direct APE instruction provided to student(s) by an APE teacher outside of the general physical education setting

Least Restrictive Environment:

Students are entitled to receive instruction in the least restrictive environment. The least restrictive environment refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child within general education, to the degree possible. Placement decisions are documented on the IEP. Within the general physical education setting adaptations are made to ensure that each student will experience success in a safe and accessible environment. The least restrictive environment should allow for meaningful participation in the physical education curriculum and activities.

General Physical Education Teacher & APE Teacher may play a role in the Individual Transition Plans.

The transition curriculum revolves around three main areas: instruction, community living and employment. Physical education programming, in the area of instruction, might focus on helping the student access community recreation centers and leisure activities. The student may become aware of the resources for pursuing lifelong recreation opportunities.

Adapted Physical Education, Occupational Therapy, and Physical Therapy are NOT interchangeable services.

Occupational and physical therapy services are related services under the Individuals with Disabilities Education Act (IDEA). The purpose of school based occupational and physical therapy is to support a student's access to and benefit from special education programming.

Physical education is a federally mandated component of special education services. APE is a primary rather than related service. This means that physical education needs to be provided to the student with a disability as part of the child's special education. Physical education and adapted physical education are educational programs. OT and PT are support services whose objective is to support or facilitate access to educational programming.

When a student receives multiple services such as: APE, OT, PT, SLP... a collaborative approach amongst service providers is required to ensure generalization of skills across environments. In a collaborative model each service provider will be reinforcing the objectives and activities of the other service providers in order to maximize the student's benefit from special education programming.

Occupational therapy and physical therapy services/activities are not an appropriate substitute for APE instruction. Keep in mind, OTs and PTs are related services providers, not licensed as educators and therefore not qualified to deliver physical education instruction or adapted physical education instruction.

Notes



Section 4

Appendix



Adapted Physical Education Assessment Tools

GROSS MOTOR ASSESSMENTS

ABLES Gross Motor Assessment

Adapted Physical Education Assessment Scale (APEAS), Los Angeles USD, Los Angeles, CA

Adapted Physical Education Assessment Scale - Secondary (APEAS2) Los Angeles USD, Los Angeles, CA

Basic Motor Ability Test-Rev. (BMAT-r), 2nd Ed, 1974, Lea and Febiger, Philadelphia, PA

Brigance Diagnostic Inventory of Early Development, 1978, Curriculum Associates, Inc., North Billerica, MA www.curricassoc.com

Bruininks-Oseretsky Test of Motor Proficiency, 1978, American Guidance Services, Inc., Circle Pines, MN www.agsnet.com/

Cratty Six Category Gross Motor Test, from Motor Activity and the Education of Retardates

DEVPRO Software and Assessment 1999-2007 C & D Kofahl Enterprises, www.devprosoftware.com

HELP Strands, Curriculum-Based Developmental Assessment (Birth to 3), Adapted from HAWAII EARLY LEARNING PROGRAM by Stephanie Parks, VORT Corporation 1994, Palo Alto, CA www.vort.com/

Hughes Basic Gross Motor Assessment Manual, 1979, by Jeanne E. Hughes

Motor Skills Inventory from Body Skills Curriculum www.Agsnet.Com/ The Clumsy Child: A Program of Motor Therapy, Second Edition, 1979, C.V. Mosby Co., St. Louis, MO

Ordinal Scales Development Scales of Gross and Fine Motor Development, Western Psychological Services, 1985, Los Angeles, CA www.wpspublish.com

Peabody Developmental Motor Scales, 2nd Ed, (PDMS-2) PRO-ED, Austin TX www.proedinc.com

Preschool Developmental Scale, Los Angeles USD, Los Angeles, CA

School Function Assessment (SFA), Wendy Coster, Ph.D., OTR/L; Theresa Deeney, Ed.D.; Jane Haltiwanger, Ph.D.; and Stephen Haley, Ph.D., PT

Test of Gross Motor Development, 2nd Ed, (TGMD-2), 2000, PRO-ED, Inc., Austin, TX www.proedinc.com

Test of Gross Motor Development (TGMD), 1985, PRO-ED, Inc., Austin, TX www.proedinc.com

Beery-Butketeica Developmental Test of Visual-Motor Integration (VMI) 4th Ed. Rev., Modern Curriculum Press, Parsippany, NJ www.wpspublish.com

Test of Visual-Perceptual Skills Non-Motor Upper Level (TVPS-UL) 1992, Psychological and Educational Publications, Inc., Burlingame, CA www.wpspublish.com

Test of Visual-Perceptual Skills Non-Motor (TVPS) 1988, Health Publishing Company, in affiliation with Children's Hospital, San Francisco, CA www.wpspublish.com

PHYSICAL/HEALTH FITNESS ASSESSMENTS

AAPHERD Health Related Fitness Test and Test Manual, AAHPERD, 1980, Reston, VA www.aahperd.org

Brockport Physical Fitness Manual, Winnick, J.P. & Short, F.X. 1999, HUMAN KINETICS Champaign, IL www.humankinetics.com

Lateral and Anteroposterior Rating Chart, Adapted from New York Physical Fitness Test

Physical Best, The AAHPERD Guide to Physical Fitness Education and Assessment, AHPERD, 1988, Reston, VA www.americanfitness.net/

President's Challenge, 1993, President's Council on Physical Fitness and Sport, Poplars Research Center, Bloomington, IN www.indiana.edu/~preschal/index.shtml

Project UNIQUE, Human Kinetics Publishers, 1985, Champaign, IL www.humankinetics.com

Prudential FITNESSGRAM, Cooper Institute for Aerobic Research 1993, Dallas, TX www.americanfitness.net/

Online Resources

SITE NAME	URL Address
ADAPTED PHYSICAL EDUCATION PROGRAMS	
Adapted Physical Education National Standards	www.cortland.edu/APENS
Adapted Physical Education Fact Sheets	www.tahperd.org/LINKS/links_popups/links_popup_APE_factsheets.html
Sportime Adapt Phy. Ed. Talk	www.lyris.sportime.com/adapt-talk-index.html
APE Aerobics	www.turnstep.com/Adaptive/index.html
California State Council on Adapted Physical Education (SCAPE)	sc-ape.org/index.htm
Center on Motor Behavior in Down syndrome	www.umich.edu/~cmbds/
National Center on Physical Activity and Disability (NCPAD)	www.ncpad.org
National Consortium of Physical Education and Recreation for Individuals with Disabilities (NCPERID)	www.ncperid.org
Project MOBILITEE	www.tahperd.org/LINKS/links_pdfs/Project_MOBILITEE.pdf
P.E. Links 4-U	www.pelinks4u.org
Challenge Aspen	www.challengeaspen.com
Breckenridge Outdoor Ed Center	www.boec.org
PE CENTRAL	www.pecentral.com
Project Inspire	www.twu.edu/inspire
DISABILITY ISSUES	
Access to Recreation	www.accesstr.com/
National Center on Accessibility	www.indiana.edu/~nca
Parent Special Needs	specialchildren.about.com/
PHYSICAL EDUCATION ASSOCIATIONS	
AAHPERD (AALF/APAC)	www.aahperd.org/
American Fitness Alliance	www.americanfitness.net/

SITE NAME	URL Address
COPHERD	www.coahperd.org/index.html
California State Council APE go to links on CAPHERD site and ESCAPE	sc-ape.org/index.htm
Cooper Institute Fitnessgram and Activitygram	www.fitnessgram.net
The President's Council on Physical Fitness and Sport	www.fitness.gov/
PHYSICAL EDUCATION RESOURCES	
Special Education Yoga	www.specialyoga.com
Games Kids Play	www.gameskidsplay.net/
KidsRunning.com	www.kidsrunning.com
National Association for Sport and Physical Education (NASPE)	www.naspeinfo.org
Physical Education Model Content Standards for California Public Schools	www.cde.ca.gov/be/ag/ag/yr05/agenda0105.asp (See Item #25 for online Word document)
Physical Education Technology Newsletter	www.pesoftware.com/Technews/news.html
Sport for All: training, equipment, activities for sport skill development	www.aapherd.org/naspe/sportforall/
Teach-nology: The webportal for educators	www.teach-nology.com/
SPECIAL EDUCATION	
Colorado Department of Education Special Education Division	www.cde.state.co.us/index_special.htm
Council Exceptional Children	www.cec.sped.org
IDEA 2004	www.ed.gov/offices/OSERS/Policy/IDEA/index.html
Professions in Special Education	www.special-ed-careers.org/
The National Information Center for Children and Youth with Disabilities	www.nichcy.org/

SITE NAME	URL Address
OTHER PROFESSIONAL ASSOCIATIONS	
Occupational Therapy	www.aota.org/
Physical Therapy	www.apta.org/
Therapeutic Recreation	www.recreationtherapy.com
PROFESSIONAL JOURNALS	
Adapted Phy. Ed. Activity Quarterly	www.humankinetics.com/
PALAESTRA Journal	www.palaestra.com/
Sports on Spoke Magazine includes Paralyzed Vets of America	www.pva.org
EQUIPMENT COMPANIES	
Flaghouse	www.flaghouse.com/
Gopher Sports	www.gophersport.com
Sportime	www.Sportime.com
Toledo Physical Education	www.tpesonline.com
MEDICAL INFORMATION	
Neuromuscular Disease Center	www.neuro.wustl.edu/neuromuscular/
AllRefer.com: References to Health Topics/ News/ Medical Encyclopedia, etc.	health.allrefer.com/
Pub Med (Index to Medical) Resources	www.ncbi.nlm.nih.gov/PubMed/
DISABLED SPORTS ORGANIZATIONS	
America's Athletes with Disabilities	www.americasathletes.org
American Association of Adapted Sports Programs	www.aaasp.org
Blaze Sports	www.blazesports.com/
Disability Sport	35.8.168.212/kin866/
Disabled Sports USA	www.dsusa.org/
Dwarf Athletic Association of America	www.daaa.org
International Paralympic Committee	www.paralympic.org
Paralyzed Veterans of America	www.pva.org
Special Olympics	www.specialolympics.org

SITE NAME	URL Address
United States Association for Blind Athletes (USABA)	<u>www.usaba.org</u>
United States Paralympics	<u>www.usparalympics.org</u>
US Olympic Committee on Sport for the Disabled	<u>www.olympic-usa.org</u>
USA Deaf Sports Federation	<u>www.usadsf.org</u>
Wheelchair Sport USA (WSUSA)	<u>www.wsusa.org</u>



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